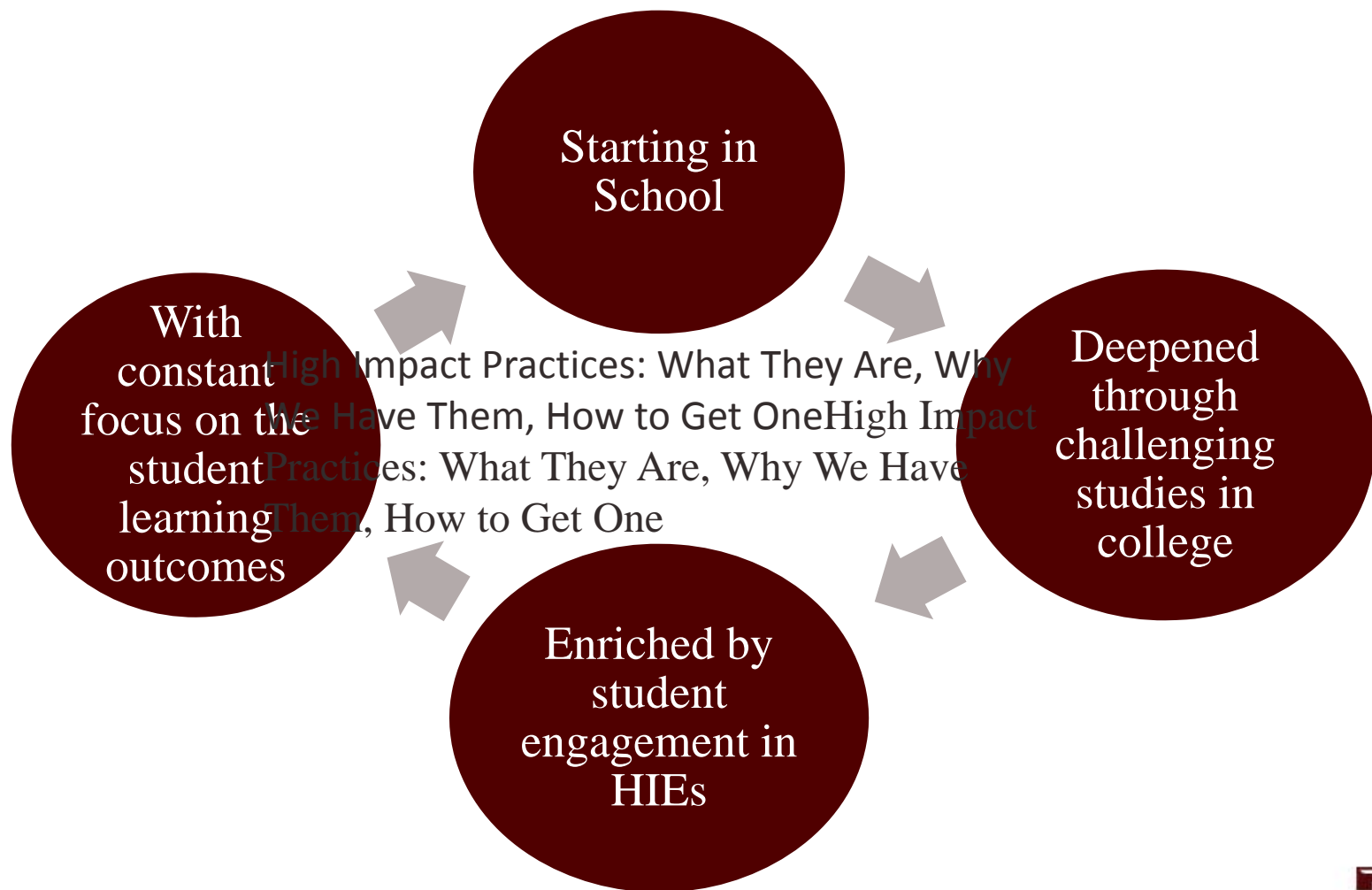


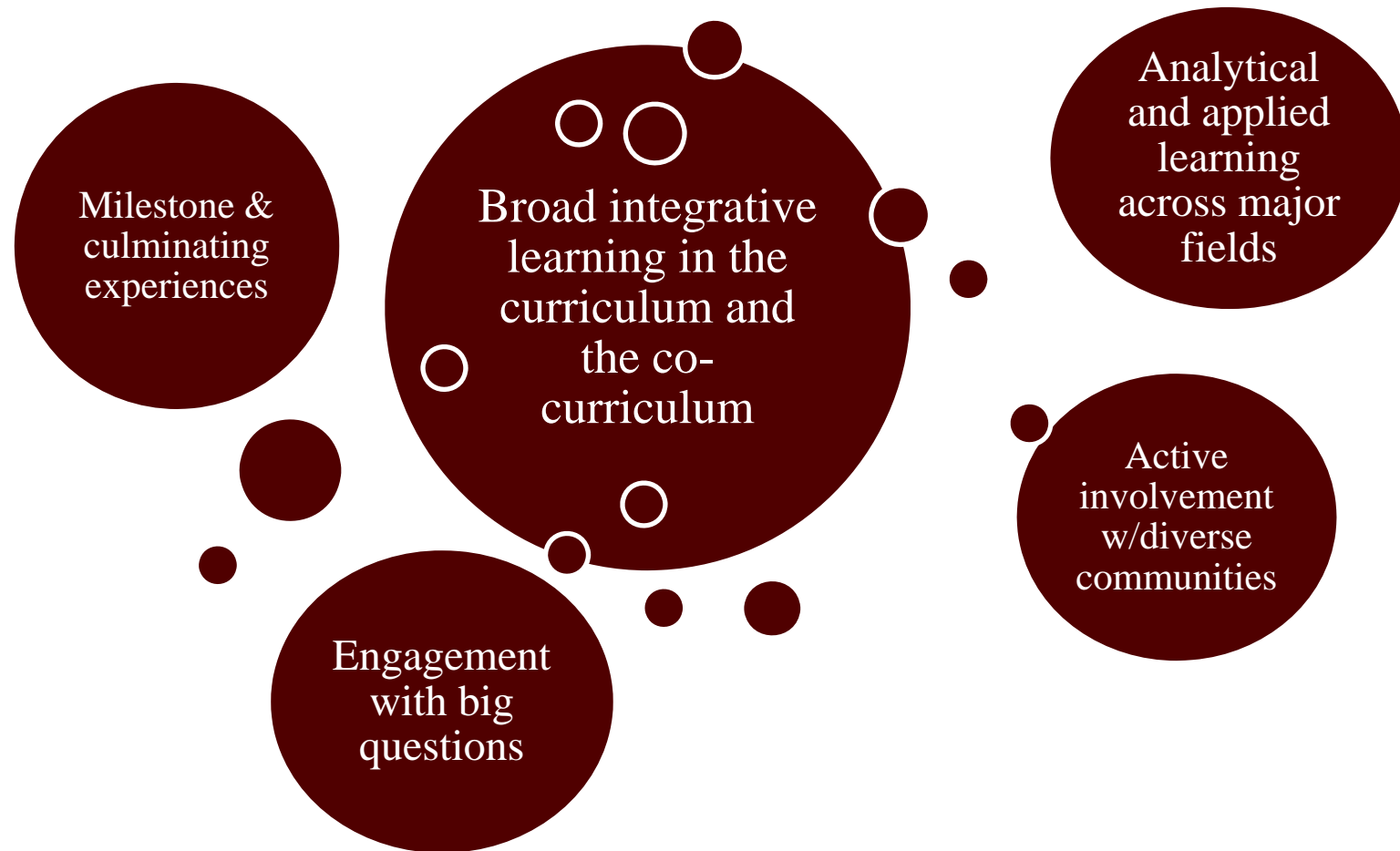
High Impact Practices: What They Are, Why We Have Them, How to Get One



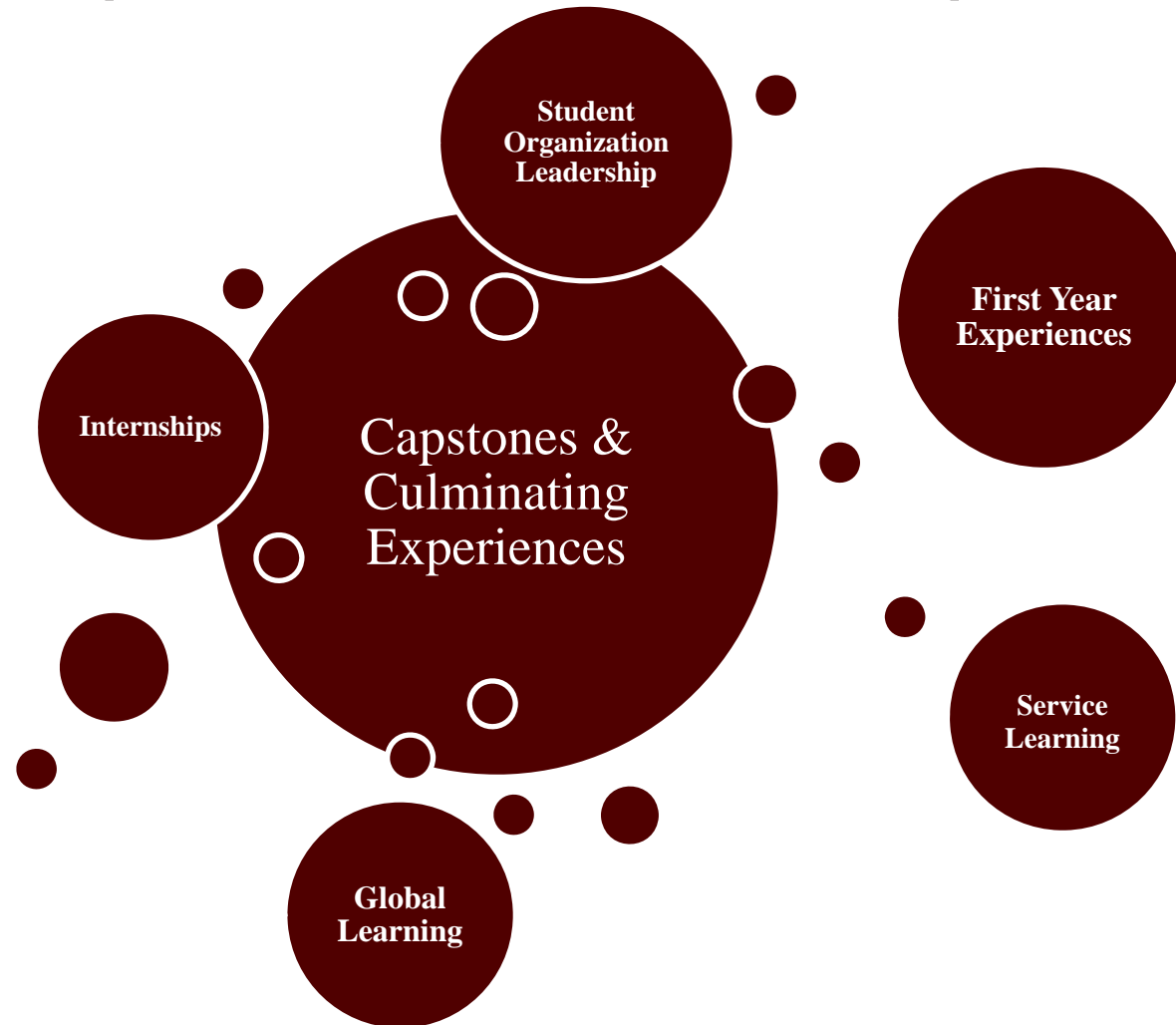
Learning in College



The College Learning Experience



High Impact Educational Experiences



What Makes Learning Experiences “High-Impact?”

High Impact Experiences:

- Require effort and have purpose
- Help students build substantive relationships with staff, advisors, faculty and peers
- Help students engage across differences
- Provide students with rich feedback
- Allow students opportunities to apply and test what they are learning
- Provide opportunities for students to reflect on the people they are becoming





High-Impact
Program



High-Impact
Experience



High-Impact
Learning



...And Why Does this Matter?

Reflection

Deep Learning

Employers

Complexity
High-Level Learning
Broad Skills
Senior Project
Emphasis on Communication, Critical Thinking, Analytical Reasoning Skills



What We Know...

- We know high-impact learning experiences makes a difference in student persistence and success.
- We know high-impact learning experiences address employer priorities.
- We know “Aggies Commit to Learning for a Lifetime” emphasizes high-impact learning experiences.



Curricular Implementation Example

- College of Agriculture and Life Sciences
 - Roughly 7,900 students
 - 6,600 undergraduates
 - 1,300 graduates
 - 14 academic departments
 - 87 degree programs
 - 100+ curricular high-impact experiences each semester
 - Funding to support course development and increased participation



Types of Curricular High-Impact Experiences

Listing	Example
Capstone	Upper-level, culminating, can be multi-discipline
Field Experience	Short-term off campus projects related to student's academic program, hands-on field-based instruction
First Year Seminar	Structured course designed to support student success
Global Learning	International experiences not associated with a course
Learning Community	Part of a collection of courses and activities that a small group of students complete together



Types of Curricular High-Impact Experiences

Listing	Example
Lower Division Seminar	First and second year programs taught in small sections with common topics
Research	Research collection and analysis incorporated into a course or as a stand-alone project under faculty supervision
Service-Learning	Activities that address human or community needs that are tied to structured learning experiences
Student Employment	Peer Instructors, Tutors, and Coaches
Student Leadership	Student leadership associated with course or professional projects for which the student is receiving academic credit
Study Abroad	Course-related international experience



HIE Course Inventory

- High-impact courses nominated by departments via standard template
- Final HIE inventory vetted by college
- Qualifying criteria
 - Outlined in TAMU QEP document
 - Additional time requirement



College of Agriculture and Life Sciences
High-Impact Educational Experiences - Departmental Inventory Reporting Template

Per Texas A&M's QEP reference sheet (available at <http://provost.tamu.edu/initiatives/quality-enhancement-plan/QEPquickfacts.pdf>), high-impact learning experiences share the following six common characteristics:

- demand substantial and sustained effort on purposeful tasks that deepen students' commitment (i.e. time commitment at least equivalent to 15 student contact hours, or 1 semester credit hour)
- put students in circumstances that demand extended interactions with faculty and peers about substantive matters
- require frequent feedback to student performance
- increase likelihood that students experience diversity through interactions with people who are different from themselves
- help students apply learning in different settings
- often are life-changing experiences

Based on the definition above, please populate this form for each high-impact educational experience available in your department.

1. Type of high-impact experience (check all that apply):

- Capstone Course Field Experience Internship First-Year Seminar
- International Experience Learning Community Service Learning Undergraduate Research
- Other (please specify): _____

2. Experience name and description of high-impact components (attach an existing or proposed syllabus):

EXCERPT ONLY

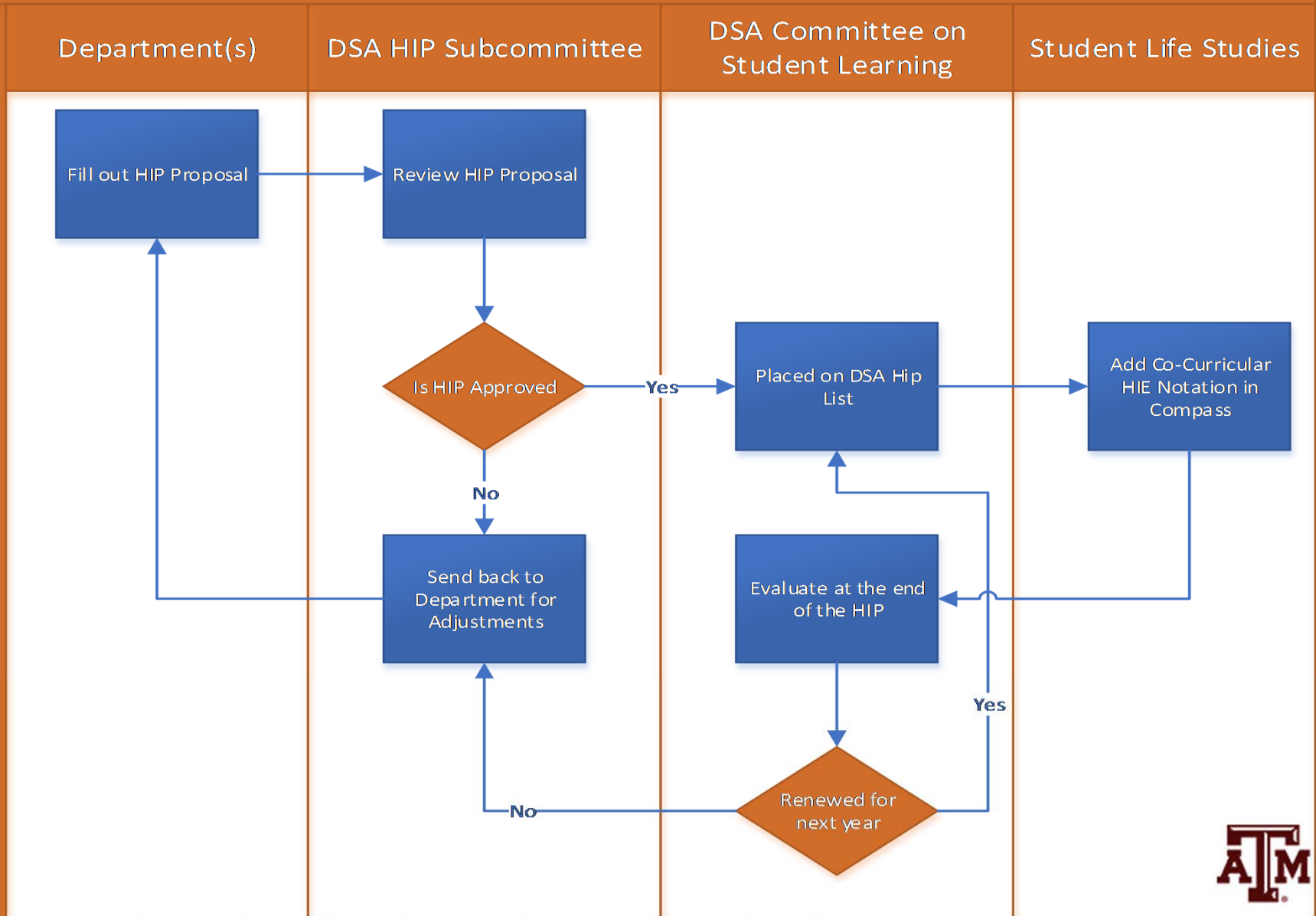


Co-curricular High-Impact Experiences

High-Impact Experiences that occur outside a student's coursework and contribute to student learning. May be related to degree program.



DSA HIP Approval Process



DSA HIP Examples

- TAMU-TAMUQ Spring Leadership Exchange
- Resident Advisor Experience
- MSC FISH Executive Team
- Fish Camp Director Staff
- COSGA Executive Staff
- DMS-Liberal Arts Diversity Certificate
- Rec Sports Student Supervisor Experience
- Peer Leadership and Service Program Experience
- Aggie Service Learning Experience
- Leadership Living Learning Community (L3C)
- CLUES Learning Community
- C.A.R.P.O.O.L. Chair Staff Experience
- Corps of Cadets International Excursions
- Corps of Cadets Reciprocal Educational Exchange Program
- DMS Distinguished Gentlemen's Club
- Parsons Mounted Cavalry
- School of Military Science (SOMS) 111 course
- Student Body President
- COSGA Executive Staff Experience
- Graduate Hall Director Position
- Aggie Replant Executive Member
- Class Councils Event Directors/Executive Directors
- Texas Aggie Yell Leaders
- FISH Camp Director Staff
- MSC Costa Rica Service Learning Experience



Methods of Tracking

- Curricular
 - Course Attributes
- Co-curricular
 - Student Record Notation

FALL 2015



How Will We Know?

- Assess learning in high-impact experiences
- Use tracking to look at gains among students with high-impact experiences



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Aggies Commit: http://provost.tamu.edu/initiatives/quality-enhancement-plan/TAMUQEPforWEB_021712.pdf

<https://aglifesciences.tamu.edu/academics/high-impact-learning/>

http://studentaffairs.tamu.edu/DSA_AggiesCommit



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